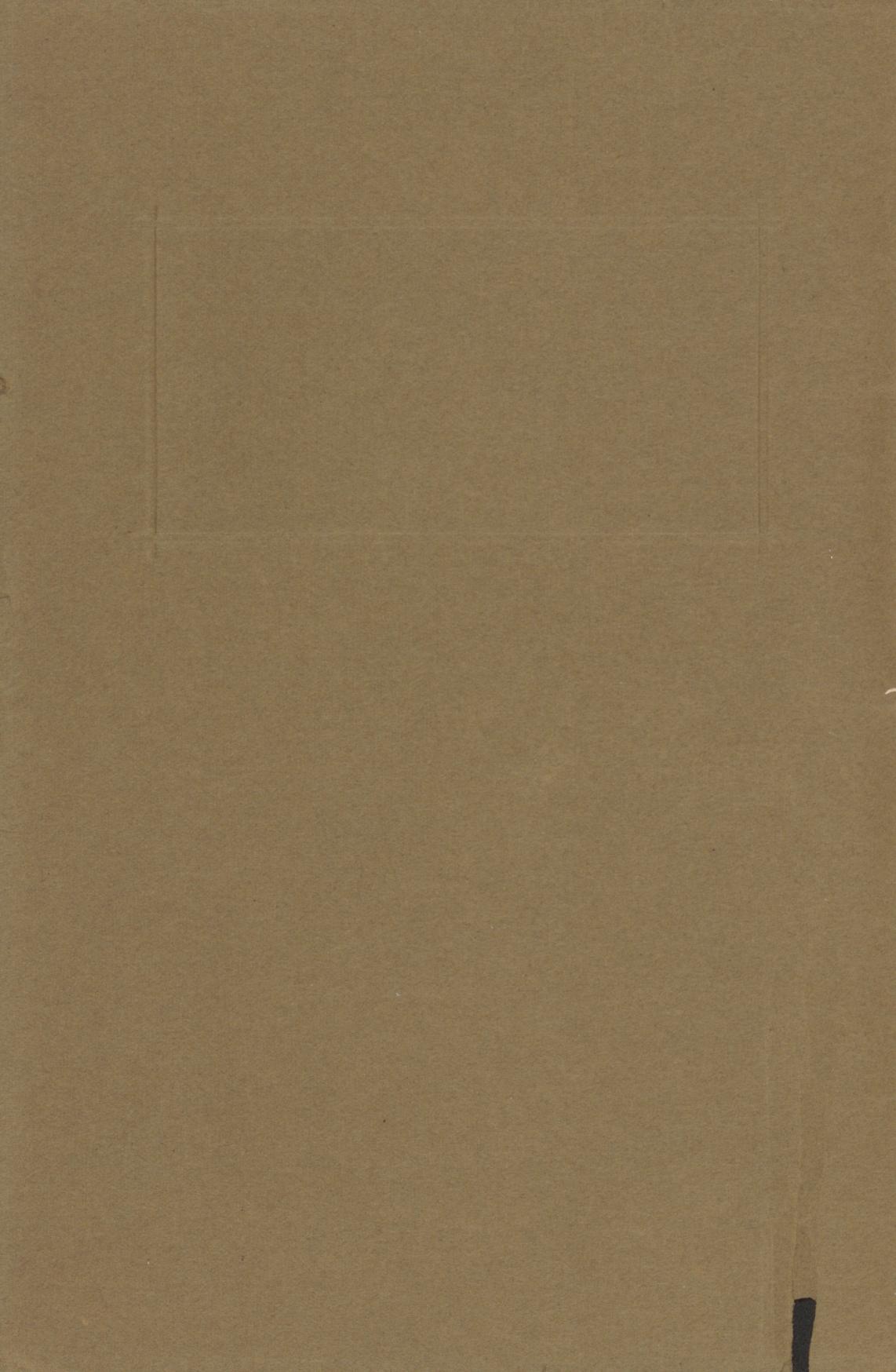
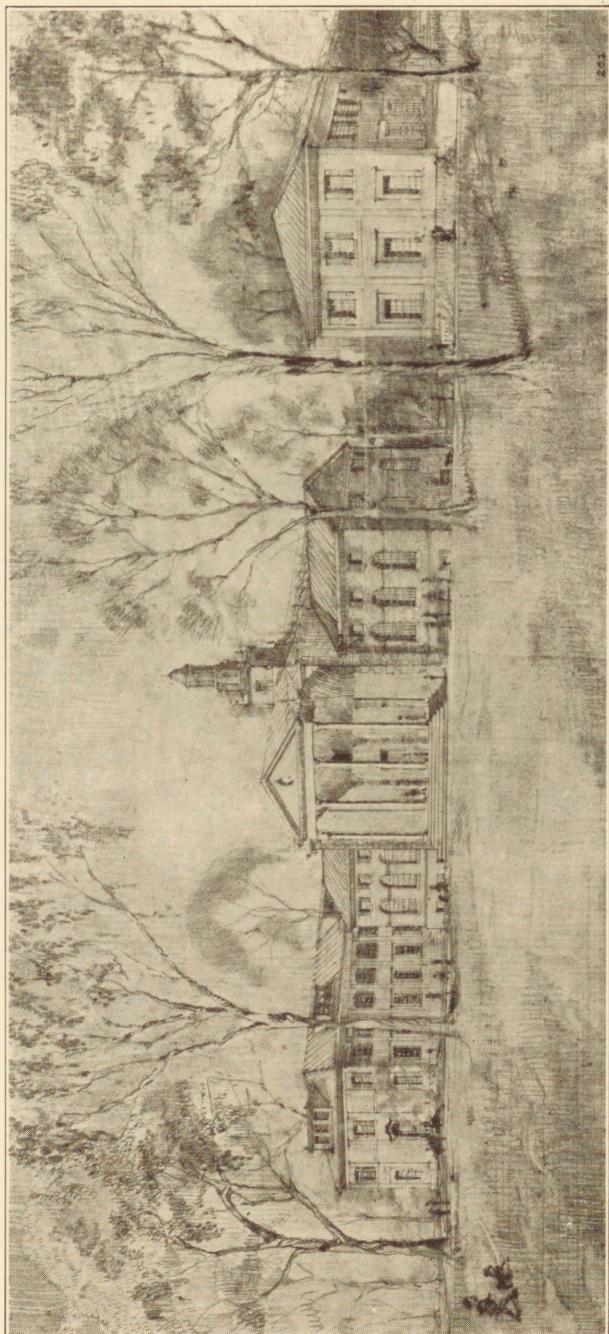


THE NORTH SHORE
COUNTRY DAY SCHOOL

WINNETKA, ILLINOIS



SKETCH OF SCHOOL BUILDINGS
AS THEY WILL APPEAR ACCORDING TO CONTEMPLATED PLANS



THE NORTH SHORE COUNTRY DAY SCHOOL

*Incorporated under the laws of Illinois
as a Corporation not for profit*

A School for Boys and Girls of all Ages from
Kindergarten Through High School



ACCREDITED BY THE NORTH CENTRAL ASSOCIATION
OF SECONDARY SCHOOLS AND COLLEGES



Winnetka, Illinois

The Purpose of the School

The North Shore Country Day School was created in response to a demand on the part of a large group of parents for a school of the so-called "progressive type" which, at the same time, prepared pupils for the eastern colleges thus enabling parents of this locality to enter their children in eastern colleges without having to send them for preparatory work away from home. The School is, therefore, definitely committed to "progressive principles" in education and also to meeting the college requirements.

Although many educators feel that these two aims are incompatible, we attempt to reconcile the two aims by refusing to allow the entrance requirements to be an end in themselves, having the conviction that pupils given the broader and more vital view of education and life will not only be able, through meeting the formal requirements, to enter college, but will be, after admission, better prepared to face the actual demands of college life. As yet but two classes have been graduated from the High School. Pupils from these classes have been admitted to Yale, Cornell, Bryn Mawr, Smith and Mt. Holyoke.

The Parents' Responsibility

No parent should enter his child in the School without having a clear knowledge of and sympathy with its educational aims and principles. A careful consideration of these aims and principles before making application will prevent much misunderstanding and possible loss of time, money, and effort. A parent desirous of learning further of the School is urged to spend one full day at the very least, following the children through their instruction and activities, and in addition to discuss with the teachers the day's experience.

Educational Aims and Principles

Educative Work

The type of education represented in the North Shore Country Day School is based not on special methods of teaching but rather on an attitude toward the child. To understand the work done in the class room, in the shop, in the studio, and on the field, one must understand that the School believes that there is, within each child, a plan of growth which, if allowed to unfold, will give realization to the greatest number of possibilities lying within him. From this it follows that the function of the school and the teacher is to present right conditions for growth rather than to force the child into abnormal and unnatural activities; that the teacher, then, must study each child to find the conditions best suited to furthering his development, and must see to it that he is surrounded as far as possible by these conditions. We believe that the child naturally craves educative work, that he is not content to do things which teach him nothing; but that he is best satisfied when working steadily at a task which gives him opportunity for growth. This does not mean that a child should do only those things which he happens to want to do; no child would be happy in an environment so stifling to his instinctive desires for development. It does mean, however, that the child, if given real educative material, finds in it the fulfillment of his vital needs.

Interest and Effort

Because a child who is wholeheartedly interested in his work will accomplish far more in less time than one who is doing a task merely under compulsion, the pupil's interest is enlisted whenever possible. This does not mean that every disagreeable task must be sugar-coated—such a method would weaken, not strengthen—it simply means that the teacher must attempt to show the pupil the real value of the task in

hand by connecting it with the child's own interests. Of course, this cannot always be done, especially in the case of many of the college requirements, but if a subject is worth while the teacher without much difficulty should be able to rouse the whole interest of the child. This interest will bring about more and better work.

Rewards and Punishments

Every child should develop the habit of working only for the best motives. Far too often pupils are trained in habits of working when stimulated by sordid motives, such as the fear of punishment, of unpleasant consequences, or the hope of material rewards and prizes. To illustrate: A parent gives a child ten cents an hour to induce him to practise his music lesson and, delighted with the immediate "results" so easy to see, has no realization of the permanent and serious results of such methods upon the child's ideals. To avoid the danger to character incurred through such false stimulation, the use of artificial rewards or arbitrary punishments is avoided. Wherever marking systems are employed in the School the emphasis is upon recording the child's growth and not on making him put forth extra effort for the per cent he may get. All this does not mean that the child reaps no ill results from poor work or that he receives no punishment for misconduct. It means instead, that the emphasis is placed not on the artificial punishments but rather on the many absolutely natural consequences of such a situation. Far more important than performing by way of atonement some set task is the necessity of arousing in the child the wholesome desire to work and an intellectual curiosity so often stifled by wrong incentives.

The Social Motive

Among the high motives for work, one which has a remarkably strong appeal is the social motive, that is, the desire of the child to be of use to the other members

of his group and to his group as a whole. We try to give him every opportunity to develop through this ideal. The School is organized into a single community in which each member feels his responsibility for contributing to the welfare of the whole. Such a community life provides for a child powerful and wholesome stimulus toward the expression of his best self.

The child finds his place in the community through other means than merely academic work. Children of all ages, from first grade through high school, come together each day in the "Morning Exercises" where they share with each other the experiences of work or play and where often a parent or guest will contribute from his knowledge or adventures. Thus the whole school comes to know, not only the various grades and pupils, but also many of the parents as well. The child finds his place in the community also through working with others to produce something helpful or interesting to the School, whether it be a school newspaper, clean desks, or plans for an Easter program; while through his Student Government and Town Meetings he considers with the rest such problems as apply to their daily life. It is through this responsibility, which the child grows to feel toward himself as a part of the whole school, that he has every opportunity to become a clear-thinking, considerate, well-prepared member of a larger community.

Modified Co-Education

Without co-education a valuable part of community life would be lost. In the Lower School the boys and girls sit in the same room under a Grade Teacher and work together in everything except athletics, where from the Third Grade up the boys and girls have separate instructors. In the Upper School, however, it has been found better to have the boys and girls sit in separate grade rooms. They do not recite together except in those subjects where appreciation is desired

rather than an understanding of facts. That is, in literature classes (in any language), in History, Geography, Music, etc., boys and girls recite in the same classes, but in all other subjects, such as Mathematics, Science, Handwork, Athletics, etc., they do not meet together.

Organization

The Country Day School Plan

The School is organized on the "Country Day School" Plan, the success of which has been demonstrated by the rapidly increasing number of schools operating under this system all over the United States and in England. Under this plan the pupils are required to stay for their entire school day, to enable them to lunch together, to study together, and to take part in organized athletics together. The length of the day varies according to the age of the child. The "Country Day School" Plan was adopted because it seemed to accord best with the aims and principles already stated. It safeguards the child's health, creates a better school morale, and enriches the child's social life by making him part of a community working and playing together. The Country Day Schools in America have fully demonstrated that it is possible to prepare children for college without removing from them the vitally important responsibilities and interests of home life. Under this plan, however, full co-operation and understanding is necessary between the parents and the School. This is brought about by frequent visits to the class room, by conferences with the teachers, and by various meetings conducted by the Parent-Teachers Association.

The Division of the School

The School is divided into a Lower and Upper School, the former comprising the first six grades and Kindergarten, and the latter the Seventh and Eighth Grades and High School.

Limited Enrollment

There are about three hundred children in the School at present, but as the new buildings are completed more will be admitted from the waiting list. The enrollment, however, will be limited to three hundred and fifty pupils, as we feel at present that a larger school could not maintain the desired co-operation and unity. Since the transferring of a high school pupil to another institution in the middle of his college preparation usually handicaps the pupil and the school and since no school which is being used as a stepping stone to other preparatory schools can hope to maintain as high a standard of scholarship or morale among its pupils, this School cannot undertake to provide the varied curriculum necessary to prepare to meet the entrance examinations or requirements of other schools. Parents who contemplate sending their children away to boarding schools should plan to transfer them before they begin their high school course.

Notes on the Course of Study General

The details of the Course of Study are determined by the special needs of each group. The School covers the work from the Kindergarten through the Twelfth Grade, certificating for all universities and colleges in the North Central Association and preparing for the examinations required by the Eastern Colleges. The work of a group, therefore, while part of the unified Course of Study, is fitted to the needs of that particular class and cannot be rigidly set to cover a certain ground each year through comparison with some other school of an entirely different type. It must be understood, further, that the Course of Study is not limited merely to academic subjects, but that Music, Handwork, Physical Education with organized Play, and Extra Curriculum Activities are given an important place as necessary to a child's full development.

Lower School

In the Lower School the work of each grade usually centers around some principal interest or project, which forms the unifying element in the child's academic and social development throughout that year. For example, in one grade he may study primitive races; in another, tribal or nomad shepherd life; in another, the days of early Chicago and Winnetka; in another, the Ancient Greeks, etc. In using such projects, the needs of the child are correlated with this central interest, helping him to grow in experiences of every sort. To illustrate: A child eagerly learning of shepherd life reads stories, poems, and articles, uses maps, makes and illustrates his book of daily activities, figures the dimensions of his loom, designs his pattern, weaves his rug, washes and cards his wool, and shares his interests with others. In this way, he has developed in the skill subjects,—reading, writing, spelling, arithmetic,—and in them can measure up to accepted standard tests; he has developed in geography, composition, and appreciation; in physical co-ordination, in self-expression, in social contacts, and most of all in knowledge of life. Those who do not meet the minimum essentials are given extra attention and study.

Upper School

In the Upper School the Course of Study must of necessity closely follow that laid down as the entrance requirements of the college for which the child is preparing. College Board Examinations are here used as one test of the child's work in these subjects. The School, however, feels that the child must have a higher ideal for his educational life than the mere passing of College Board Examinations and that while he must, of course, measure up to this test, he must at the same time understand fully that passing college examinations cannot form a thorough test of his work, his own real knowledge of a worth-while subject and his own development of character being far more funda-

mental. In all his academic subjects, such as English, History, Mathematics, Science, Languages, etc., he is given as vital material as possible; and in his Art, Music, Handwork, etc., he has opportunity for further broadening his interests. Participation in extra-curriculum activities, such as Self-Government, Dramatics, Morning Exercises, etc., while of necessity limited for the student who is to take College Board Examinations, is required as an essential to the child's full development.

Study Periods

In the High School we feel that every influence must be exerted toward helping the student to learn how to study. Each teacher devotes several periods of every course to instructing the pupils how to study his particular subject. Also, the daily study periods are supervised with that end in view. As soon as a pupil shows that he has mastered the art of studying, he is allowed to sit in the unsupervised study room. If a pupil is not able to keep up to his class in the time allowed, he may be asked to return to School Saturday morning to make up the work lost. The present College Entrance Requirements make evening study necessary for a High School student as he cannot be expected to finish his work in his school study periods and thus there falls upon the parent the responsibility of assuring to the child the same amount of regular, uninterrupted time for study at home that he would have were he away at boarding school. Too much emphasis cannot be laid on this point. (See Regulations.)

Music

The music in the School is planned to develop the child's love of beauty by giving him actual knowledge of good music from the Kindergarten throughout his school life. This department is under the personal direction of Mr. Thomas W. Surette of Concord, Mass. The first three years are devoted entirely to singing by rote, to developing a keen sense of rhythm

through rhythmic action of the body, to ear training, and to listening for enjoyment. Thus, the child builds for himself a background of knowledge and appreciation, based on experience, so that he meets the new problems of notation, the mechanics and theory of music, naturally, easily, and with interest. These principles are carried on throughout the entire school, in order to enrich the child's background by constant contact with the best music, both in intelligent performance and in intelligent listening. In this way, we hope that the child may acquire a musical foundation which will serve him permanently—in his study of music in college, or elsewhere, and through his life as a performer or listener.

Physical Education

The School Physician

The School feels that the physical development of the child is as important as his mental development. The School Physician is a child specialist. He is at the School every day from 8:30 until 9:30, when all pupils who have been absent for more than two days and all pupils having symptoms of colds or other contagious diseases are required to report to him. Parents must report to the School all cases of contagious diseases in the household and should also send the child to the School Physician whenever they notice any suspicious symptoms. The doctor inspects all buildings each morning, and, during epidemics, examines each child daily as well. His advice is taken in making out the lunch room menus.

Every child in the school is given two medical and physical examinations each year. The doctor prescribes the form and amount of physical exercise for each pupil, using the results of the medical examination as a guide. Parents should, therefore, give the doctor each child's full medical history.

Physical Education Department

The Physical Education Department is one of the most important in the School. The aim of the Department is to improve the physical development of every child and give him the knowledge of team games and good sportsmanship which is essential to the life of every individual. This can be accomplished only by the active participation of every boy and girl in the Supervised Play Periods, which are held for all pupils daily. No teacher is allowed to keep a pupil from his supervised play period to make up class work. The work is graded to fit the needs of all special cases. In this way the strong and weak are given an equal amount of attention. All children are weighed once each month and those seriously underweight are given special nutrition work. Gymnasium classes are conducted for each of the grades, three times a week in the Lower School and twice a week in the Upper School. Health Education classes are taught in the Fourth to Ninth Grades inclusive. Pupils must qualify in the work of the Physical Education Department in order to be graduated from the School and hence may not be excused from it any more than from a Mathematics recitation.

Luncheons

A hot luncheon is served to all pupils above the Kindergarten. The Lunch Room is under the direction of a dietitian who plans the menu. The first three grades are served a carefully chosen luncheon, the First Grade in their own building, the Second and Third Grades in the Lunch Room. Above the Third Grade, children are allowed a choice of dishes, with a Committee of Mothers supervising this selection and helping to serve luncheon from the steam table. Special attention is given to the diet of the members of the nutrition class. Guests and friends of the School are invited to visit the Lunch Room during the luncheon period. Luncheons are served at as near cost as possible, and are paid for by school check once a month.

Summer Work

Each child is expected to complete at least one worth while project during the summer. This work may be anything from the building of a boat, or the care of flowers, to the keeping of a report of summer reading or a book of snap-shots. Evidence of this work will be exhibited at the Vacation Fair shortly after the opening of school.

The School Bank

Each pupil keeps a check book and draws against his own account, as a part of his work in Mathematics. The parent should help the child by inspecting this check book at least once a month, and by requiring the child to make a new deposit whenever necessary.

Excursions

The location of the School gives every opportunity for interesting group excursions to the Field Museum, Art and Historical Museums, and to points of historic, scientific, industrial, or geographic significance. These supervised trips are in connection with the child's school work and are found to be stimulative and broadening to his development.

Financial Organization

The School has been incorporated under the laws of the State of Illinois as "A Corporation Not for Profit." It is controlled by a Board of Directors, who are elected by members of the corporation. The main capital requirements of the School are provided by an issue of 6% Registered Gold Debentures, which have been subscribed for to date by more than one hundred sixty families interested in the School.

The policy of the directors is to expect an investment in these Debentures by every family now or hereafter using the School, on a *minimum* basis of \$100 per

child for each year entered, but not to exceed a five-year period. Payment may be made quarterly upon request, and should be considered a membership investment, rather than an additional expense.

To preserve the democratic character of the School, the directors may, at their discretion, waive the subscription requirement in cases where it would certainly work hardship. On the other hand, as the purchase of the property and the erection of new buildings has been made possible only by generous extra subscriptions, in many instances several thousand dollars above the minimum requirement, future patrons will be expected to subscribe as much as they can reasonably afford.

After 1924, the directors hope to begin retiring some of the earlier issued Debentures from the proceeds of new subscriptions. By a continuation of this process, families no longer using the School should be able, if they so desire, to gradually transfer their investment to active patrons.

Registered holders of Debentures become members of the corporation, with full voting privileges, upon signing the registry book at the School Office, and thereby agreeing to the Corporation's By-Laws.

As the School is incorporated not for profit, it is hoped that eventually it may be largely endowed, and to this end a Trust called the North Shore Country Day School Foundation has been created to be administered by a board of five trustees. Gifts of money or other property will be vested in the trustees to be used for the benefit of the School as directed by the donors. Tenders of both cash and School Debentures have already been made to the Trustees by individuals who realize the semi-public character of the School and its increasing benefit to the entire community. The continued growth of the Foundation will have an important bearing upon both the physical and operating development of the School, through the possibility of providing special equipment, pension funds, and schol-

arships, or by reducing the debt and interest charges of the corporation, to warrant tuition charges as conservative as may seem consistent with operating requirements.

In case of voluntary liquidation of the corporation without successor and the final sale of its assets, after payment of all debts any surplus remaining will be vested in the trustees to be administered by them for the public welfare of Winnetka and the North Shore.

The business affairs of the corporation are handled by a board of nine directors elected by duly qualified members of the corporation to serve for a first term of five years. After 1927, there will be three vacancies to be filled by election annually.

Tuition Rates

Payable September 1st and February 1st

KINDERGARTEN	\$175
FIRST GRADE	275
SECOND GRADE	300
THIRD GRADE	325
FOURTH GRADE	350
FIFTH GRADE	375
SIXTH GRADE	400
SEVENTH GRADE	450
EIGHTH GRADE	450
HIGH SCHOOL	475

Applications for Admission

The names of all children whose parents desire them to be enrolled in the School are entered upon the waiting list. Whenever a vacancy occurs, the parent will be notified and after a conference with the Headmaster may be accepted for registration. Further information regarding this matter may be had by communicating with the School Secretary.

Parent-Teachers Association

It is hoped that each parent will join in the activities of the Parent-Teachers Association by attending the grade meetings and by visiting the School frequently. A strong and active interest by the parent in the work of the School is essential to the best interests of both pupil and school.

Regulations

Bank Deposits

A deposit of \$25 or more for each child must be made in the school bank at the beginning of the year to provide for the cost of supplies and luncheons. Overdrawing of this account is not allowed.

Home Study Conditions

Parents are asked to co-operate with the School by not allowing the pupils to attend evening parties or other entertainments on school nights, and by not allowing telephone calls to interrupt the children who are studying.

Saturday Sessions

Children who fall behind in their work will be required to come to school on Saturday mornings for extra study.

Required Summer Work

It is very important that all children who were required to do work during the summer should present a record of this work at the school office before the Friday preceding the opening day of school. This work must be approved by the School before the child enters a new class. If examinations are required, they will be held at the School that Friday.

Pupils Entering Late

Pupils who enter after the beginning of a term will make up their work with a tutor, at the parent's expense.

Excuses from School

No pupil will be excused from any part of the school day unless he has presented a written note from his parent or guardian giving an acceptable reason for the absence.

Suitable Clothing

Because a large part of each day is spent out of doors, every child should be comfortably and properly dressed for active play. Rubbers or overshoes are necessary for wet days. A regular gymnasium costume is required for all children above the Third Grade. The Physical Director should be consulted before purchasing athletic clothing and equipment.

Marking of Clothing

All clothing and personal property must be plainly marked. The School will make no effort to recover lost property which is not marked.

Medical Examinations

If parents do not wish their children to take the Physical and Medical Examinations, they should notify the School Office before the opening of school.

Appointments

Whenever a personal conference with the Headmaster is desired, an appointment must be made through the School Office. (Phone—Winnetka 465.)



UPPER SCHOOL BUILDING
TO BE OCCUPIED SEPTEMBER, 1923

CALENDAR

1926 - 1927

Opening of School	<i>September 20th</i>
Thanksgiving Vacation	<i>November 25th and 26th</i>
Christmas Vacation	<i>December 22nd-January 4th inclusive</i>
Washington's Birthday Holiday	<i>February 21st and 22nd</i>
Spring Vacation	<i>March 26th-April 3rd inclusive</i>
Commencement	<i>June 10th</i>
Closing of Lower School	<i>June 8th</i>
Closing of Upper School	<i>June 17th</i>

Daily Sessions

Kindergarten	<i>8:30 to 11:30</i>
First Grade	<i>8:30 to 2:30</i>
Second Grade	<i>8:30 to 2:30</i>
Third Grade	<i>8:30 to 3:00</i>
Fourth Grade	<i>8:30 to 3:30</i>
Fifth Grade	<i>8:30 to 4:15</i>
Sixth Grade	<i>8:30 to 4:15</i>
Seventh Grade	<i>8:30 to 4:15</i>
Eighth Grade	<i>8:30 to 4:15</i>
High School	<i>8:30 to 4:15 (Fall and Winter)</i>
	<i>8:30 to 5:00 (Spring)</i>

Board of Directors

LYNN A. WILLIAMS, *President*
AYRES BOAL, *Vice-President*
H. SPAULDING COFFIN, *Secretary*
CALVIN FENTRESS, *Treasurer*
CORNELIUS LYNDE
FREDERICK H. SCOTT
CHARLES T. MORDOCK
WILLOUGHBY G. WALLING
PHILIP W. MOORE
EVERETT L. MILLARD
L. SHERMAN ALDRICH

ADMINISTRATIVE OFFICERS

PERRY DUNLAP SMITH, *Headmaster*
JULIA B. CHILDS,
Dean of Girls, Assistant in Administration
HOWARD E. A. JONES,
Dean of Boys, Senior Master, Assistant in Administration.
GRACE A. KEE, *Assistant in Lower School Administration.*
MARY E. MUSSON, *Business Manager.*
JULIA P. HARVEY, *Executive Secretary and Registrar*
LOIS C. LUND, *Secretary.*

INSTRUCTORS

Ruth Fargo	<i>Kindergarten</i>
Grace A. Kee	<i>First Grade</i>
Lillian Griffin	<i>Second Grade</i>
Jeannette M. Griffith	<i>Third Grade</i>
Frances B. Sands	<i>Fourth Grade</i>
Lizah R. Hale	<i>Fifth Grade</i>
Glenna L. Griffith	<i>Sixth Grade</i>
Marjorie P. Wilson	<i>Literature and Dramatics</i>
Luella Burrows	<i>Assistant in the Lower School</i>
Julia B. Childs	<i>Head of Latin Department</i>
Frances Von Hofsten	<i>Latin and English</i>
Clara H. Perry	<i>Head of English Department</i>
David Corkran, Jd.	<i>English</i>
Joseph B. Riddle	<i>History and Civics</i>
Marion Stoughton	<i>French</i>
Mathilde B. Damazy	<i>French</i>
Howard E. A. Jones	<i>Head of Science Department</i>
Manley Bradford Shaw	<i>Science</i>
Lewis A. Taylor	<i>Head of Mathematics Department</i>
Edward G. Lund	<i>Mathematics</i>
J. C. Anderson	<i>Director of Physical Education for Boys</i>
Louisa May Greeley	<i>Director of Physical Education for Girls</i>
Francis Ellison	<i>Assistant in Physical Education</i>
Henry Anderson	<i>Assistant in Physical Education</i>
K. V. Bollinger	<i>Industrial Arts and Printing</i>
Blanche M. Brin	<i>Head of the Art Department</i>
Dorothy Schook	<i>Assistant in the Art Department</i>
Nina F. Babcock	<i>Head of Music Department</i>
Helen Davis	<i>Music</i>
Esther M. Wood	<i>Music</i>
Esther M. Williams	<i>Teacher of Pianoforte</i>
Ida C. Wied	<i>Nature Study</i>
Dr. F. W. Blatchford	<i>School Physician</i>
Margaret Taylor	<i>Domestic Science and Assistant in Physical Education</i>

